

CHAPTER I

INTRODUCTION

A. Research Background

In facing the expectation and the challenge in the future, education is a very valuable and needed thing. Education in the future plays a fundamental role in which the ideals of a nation and state can be achieved. Efforts to develop the qualified human that is ready to face various challenges in life should be started as early as possible through education.

Any activities that aims to educate of students is translated in the form of subject that gives a meaningful and varied learning experiences for students. The learning experiences at the school develop the knowledges, skills and mutual respect attitudes, empathy, and perseverance to achieve the intended purpose. Students are conditioned to do appreciation activities, create and apply all the knowledge, skill and attitude they have gained to solve problems and make new model breakthroughs with a good idea at the school.

Education Unit Level Curriculum subject states that the aesthetic subjects include Art, Culture and Skill subject. It has the typical characteristics of learning in achieving standard of competence and basic competence. In the Art, Culture subject, the culture aspect is discussed in an integrated with

the art. Thus, the basic of Art, Culture and Skill subject is a culture-based arts education and skill.

Art, Culture and Skill is one of the compulsory subjects given in primary and secondary schools and included in intra-curricular subjects. The subject covers aspects of the Art and Culture. Art, Culture and Skill subject is a subject given in school because of the uniqueness, meaningfulness, and usefulness of the developmental need of learners, which lies in the provision of aesthetic experience in the form of expression/creativity and appreciate through the approach of learning by art, learning through the art, and learning about art. This role can not be given by other subjects.

Schools that implement the Art, Culture and Skill subject only focus on the Art, while that is related to Culture is not discussed. This learning can make a narrow understanding. There are some schools that only develop sub fine art and music art in learning of Art, Culture and Skill subject in school. While the sub dance or drama and skill are only given on extracurricular lessons.

To achieve the Art, Culture and Skill learning goal that can enhance creativity of students, the use of an appropriate instructional material and method is very helpful in achieving a conducive teaching and learning activities. A level of success in achieving the aim of teaching is inseparable from the role of method in a learning process. Learning method is a method or approach used by teachers to the students during the learning occurred.

Art Culture is a subject that provides the opportunity for students to engage in a wide range of appreciation experience and creative experience to produce a product in the form of tangible objects that are directly useful to students' life. In Art, Culture subject, students interact with the craft products and technology that exist in students' environment and then create several craft and technology products systematically, so they can have conceptual, appreciative, and creative experiences.

The orientation of Art, Culture subject is to facilitate the emotional experience, intellectual, conception, social, aesthetic, artistic and creativity to students by doing appreciation and creation of several product surrounding students that are beneficial to human life. These include the type, form, function, benefit, theme, structure, properties, composition, raw material, auxiliary material, equipment, advantages and limitation technique.

One important factor in determining the success of teaching and learning activities is the management of learning. In order to improve the quality of learning program, it needs to be grounded in a systematic view of teaching and learning activities, which should also be supported by efforts in the management of learning, where the management of learning is outlined the learning stages.

To realize the qualified of learning, it needs to take a comprehensive effort toward teachers' ability in managing a learning activity. However, based on a growing issue in education, the Art, Culture and Skill learning in

school has not run effectively, and even many teachers are teaching without implementing procedures as part of the management of learning. They teach on a regular basis as it is so memorable teacher centered learning.

It is the same as what happened at Islamic Integrated Elementary School of Ulul Albab 2 of Purworejo, when the Art, Culture and Skill learning is going on. There are many students who are less responsive to the material received. This shows that the material delivered is not interesting for them. Teachers evaluate the learning and try to find out the best solution in the class.

Teachers try to utilize the learning method of forgotten skill by using question in turn and also give students the opportunity to ask. Thus, the fun learning for students can be created. Of course, this is able to evoke students' spirit in following Art, Culture and Skill learning in classroom. With the different learning atmosphere, student learning outcome is certainly influenced by increasing the average value equal to the minimum standard score or even exceed it. Accordingly, the writer is interested in investigating *on how are characteristics of the learning management of the Art, Culture and Skill Subject at Islamic Integrated Elementary School of Ulul Albab 2 of Purworejo.*

B. Research Focus

Based on the above background, this study has a focus on *How are The Characteristics of The Learning Management of The Art, Culture and Skill At Islamic Integrated Elementary School of Ulul Albab 2 of Purworejo?* The focus is elaborated into three sub focuses.

1. How are the characteristics of the instructional materials of Art, Culture and Skill subject at Islamic Integrated Elementary School of Ulul Albab 2 of Purworejo?
2. How are the characteristics of student's activities in learning the Art, Culture and Skill subject at Islamic Integrated Elementary School of Ulul Albab 2 of Purworejo?
3. How are the characteristics of teacher's activities of teaching the Art, Culture and Skill subject at Islamic Integrated Elementary School of Ulul Albab 2 of Purworejo?

C. Research Objectives

This study has three specific goals, such as:

1. Describing the characteristics of the instructional materials of Art, Culture and Skill subject at Islamic Integrated Elementary School of Ulul Albab 2 of Purworejo.

2. Describing the characteristics of student's activities in learning the Art, Culture and Skill subject at Islamic Integrated Elementary School of Ulul Albab 2 of Purworejo.
3. Describing the characteristics of teacher's activities in teaching the Art, Culture and Skill subject at Islamic Integrated Elementary School of Ulul Albab 2 of Purworejo.

D. Research Benefit

1. Theoretical benefit
 - a. Providing the scientific information on the alternative learning of Art, Culture and Skill subject.
 - b. As the thinking contribution in the development of the strategic theory that can be used for managing a learning activity in general and in Art, Culture and Skill subject in particular.
2. Practical benefit
 - a. As an input for teachers in learning activity of Art, Culture and Skill subject.
 - b. As an input for the students for further improve learning outcome of Art, Culture and Skill subject.